

MIDLAND ELEMENTARY

3011 Nichols Highway
Galivants Ferry, SC 29511

GRADES K-6 Elementary School

ENROLLMENT 267 Students

PRINCIPAL Wiley R. Taylor 843-358-3036

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	52	41	0	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

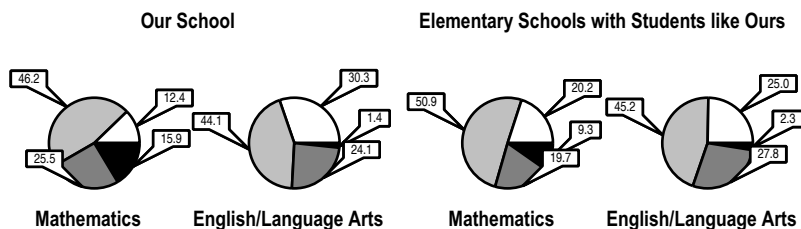
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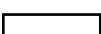
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Good	Excellent	N/A
2003	Good	Average	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	20	37	32
Percent satisfied with learning environment	100.0%	94.6%	96.9%
Percent satisfied with social and physical environment	100.0%	94.6%	90.3%
Percent satisfied with home-school relations	100.0%	94.6%	96.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	158	100.0	30.3	44.1	24.1	1.4	25.5	17.6
Gender								
Male	80	100.0	37.8	41.9	17.6	2.7	20.3	17.6
Female	78	100.0	22.5	46.5	31.0	N/A	31.0	17.6
Racial/Ethnic Group								
White	132	100.0	28.2	44.4	25.8	1.6	27.4	17.6
African-American	23	100.0	33.3	50.0	16.7	N/A	16.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	133	100.0	24.6	46.6	27.1	1.7	28.8	17.6
Disabled	25	100.0	55.6	33.3	11.1	N/A	11.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	158	100.0	30.3	44.1	24.1	1.4	25.5	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	158	100.0	30.3	44.1	24.1	1.4	25.5	17.6
Socio-Economic Status								
Subsidized meals	110	100.0	31.7	47.5	19.8	1.0	20.8	17.6
Full-pay meals	45	100.0	27.3	36.4	34.1	2.3	36.4	17.6

Mathematics								
All students	158	100.0	12.4	46.2	25.5	15.9	41.4	15.5
Gender								
Male	80	100.0	13.5	45.9	29.7	10.8	40.5	15.5
Female	78	100.0	11.3	46.5	21.1	21.1	42.3	15.5
Racial/Ethnic Group								
White	132	100.0	11.3	42.7	28.2	17.7	46.0	15.5
African-American	23	100.0	11.1	72.2	11.1	5.6	16.7	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	133	100.0	11.0	40.7	29.7	18.6	48.3	15.5
Disabled	25	100.0	18.5	70.4	7.4	3.7	11.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	158	100.0	12.4	46.2	25.5	15.9	41.4	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	158	100.0	12.4	46.2	25.5	15.9	41.4	15.5
Socio-Economic Status								
Subsidized meals	110	100.0	12.9	48.5	22.8	15.8	38.6	15.5
Full-pay meals	45	100.0	11.4	40.9	31.8	15.9	47.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	43	N/A	23.3	37.2	34.9	4.7	39.5
	Grade 4	38	N/A	23.7	52.6	23.7	N/A	23.7
	Grade 5	35	N/A	17.1	74.3	8.6	N/A	8.6
	Grade 6	32	N/A	18.8	34.4	34.4	12.5	46.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	35	100.0	23.3	40.0	33.3	3.3	36.7
	Grade 4	48	100.0	36.2	42.6	21.3	N/A	21.3
	Grade 5	35	100.0	21.9	50.0	25.0	3.1	28.1
	Grade 6	40	100.0	36.1	44.4	19.4	N/A	19.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	43	N/A	32.6	44.2	14.0	9.3	23.3
	Grade 4	38	N/A	23.7	47.4	23.7	5.3	28.9
	Grade 5	35	N/A	17.1	45.7	25.7	11.4	37.1
	Grade 6	32	N/A	6.3	46.9	31.3	15.6	46.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	35	100.0	13.3	60.0	20.0	6.7	26.7
	Grade 4	48	100.0	23.4	40.4	17.0	19.1	36.2
	Grade 5	35	100.0	3.1	56.3	34.4	6.3	40.6
	Grade 6	40	100.0	5.6	33.3	33.3	27.8	61.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 267)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.6%	No change	2.6%	2.4%
Attendance rate	96.6%	Down from 96.7%	95.7%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	10.9%	Down from 11.1%	12.7%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.4%	Up from 5.8%	8.2%	8.0%
Older than usual for grade	1.5%	Down from 2.2%	1.0%	1.1%
Suspended or expelled	1.9%	Down from 2.2%	0.0%	0.0%

Teachers (n= 20)				
Teachers with advanced degrees	45.0%	Up from 40.0%	45.7%	50.0%
Continuing contract teachers	100.0%	Up from 95.0%	86.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	98.0%	Down from 100.0%	87.6%	86.2%
Teacher attendance rate	93.3%	Down from 94.1%	95.2%	95.3%
Average teacher salary	\$43,308	No change	\$39,473	\$39,909
Prof. development days/teacher	5.0 days	Down from 13.5 days	11.3 days	11.4 days

School				
Principal's years at school	8.0	Up from 7.0	3.5	4.0
Student-teacher ratio	17.9 to 1	Up from 16.3 to 1	18.7 to 1	18.9 to 1
Prime instructional time	89.3%	Down from 90.4%	89.3%	89.7%
Dollars spent per pupil*	\$6,461	Up 3.7%	\$5,668	\$5,892
Percent spent on teacher salaries*	63.3%	Up from 62.0%	66.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year at Midland Elementary was filled with accomplishments and events that proved most satisfying. A number of our academic goals were met or exceeded. Midland earned a Palmetto Gold Award on the State Report Card in the Fall of 2002.

Other goals continued to be met with 100% of parents attending personalized learning plan conferences and signing compacts. Over 98% of our kindergarten students were reading at a level "3" or above as measured by DRA (Diagnostic Reading Assessment) and 1st and 2nd grade students have exceeded our district/school goal in reading assessment. Nationally normed testing, Terra Nova, of our 5th and 2nd grades showed good improvement and excellence.

Family/School programs and other services continued to offer family reading nights, parenting workshops, home visitations, book give-aways, and community presentations. The school has offered after-school tutorial for identified students needing academic help at "at risk" and advanced levels.

The 4th grade continued to win local recycling incentive honors; several students have earned status as All State Jr. Chorus members, and our chorus and handbell choir have performed at several venues.

Our PTO had one of the most outstanding years ever, raising money for academic excellence for students, DARE, fine arts, the school environment and other programs.

Several of our staff continued their education, from certificate renewal up to a doctorate degree. Staff members have been involved in staff development that has focused on instruction that can be tailored to each child's individual need (a process that will be accelerated next year).

Students and staff are proud to be in a new facility that is state of the art and looks forward to welcoming approximately one hundred new students to the school due to attendance line changes.

Wiley R. Taylor, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.